

**KONFLIK PEKERJAAN-KELUARGA GURU PEREMPUAN
DI SEKOLAH MENENGAH KEJURUAN**

TESIS

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Gelar Magister Pendidikan



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HALAMAN PERNYATAAN HAK CIPTA

Dengan ini saya menyatakan bahwa tesis dengan judul “Konflik Pekerjaan-Keluarga pada Guru Perempuan Di Sekolah Menengah Kejuruan” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berbeda dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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KONFLIK PEKERJAAN-KELUARGA PADA GURU PEREMPUAN DI SEKOLAH MENENGAH KEJURUAN

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ABSTRAK

Konflik pekerjaan-keluarga merupakan situasi konflik yang terjadi ketika peran keluarga dan pekerjaan yang harus dilakukan secara bersamaan. Penelitian ini bertujuan untuk mengidentifikasi alasan perempuan memilih profesi guru, jenis dan aspek konflik pekerjaan keluarga menurut berbagai penelitian dan aspek konflik pekerjaan keluarga yang paling sering dialami oleh guru perempuan di SMK. Populasi pada penelitian ini adalah guru perempuan di SMK seluruh wilayah Jawa Barat dan teknik pengambilan sampel dengan *Purposive Sampling*, dengan jumlah responden sebanyak 62 orang guru yang mengampu pelajaran produktif. Pada penelitian ini menggunakan metode *survey* dengan menyebarkan *Zoho Form*, metode *Systematic Literature Network Analysis* dengan mengidentifikasi 91 jurnal dan *Analytical Hierarchy Proces* untuk menemukan aspek yang paling sering dialami. Penelitian ini menghasilkan temuan mengenai alasan perempuan memilih profesi guru, disebabkan adanya rasa ingin memberikan pengetahuan dipilih sebagai alasan intrinsik serta mendapat dukungan dari keluarga dan teman dipilih sebagai alasan ekstrinsik. Berdasarkan identifikasi jurnal, ada tiga jenis konflik yaitu konflik berdasarkan waktu, konflik berdasarkan ketegangan, konflik berdasarkan kebiasaan dan 10 aspek konflik pekerjaan keluarga yang meliputi: peran, gender, stress, dukungan, kepuasan, komitmen, waktu, emosi, tuntutan dan kelelahan. Konflik berdasarkan waktu menjadi kriteria konflik yang paling sering dialami, sedangkan subkriteria konflik yang sering dialami adalah gender. Hasil penelitian ini dapat dijadikan pertimbangan kebijakan dari unsur pemerintah dibawah naungan kementerian pemberdayaan perempuan untuk menemukan solusi permasalahan dan bagi satuan pendidikan untuk membuat serta menerapkan kebijakan yang sesuai dengan meminimalisir diskriminasi gender.

Kata Kunci: *Analytical Hierarchy Proces*, Guru Perempuan, Konflik Pekerjaan Keluarga, SMK. *Systematic Literature Network Analysis*, *Zoho Form*

THE CONFLICT OF “WORK FAMILY FOR FEMALE TEACHER IN VOCATIONAL SCHOOL

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ABSTRACT

Work-to-family conflict is a situation where one must take care of his or her work and family simultaneously. The purpose of this research is to identify the reason why women prefer to be a teacher, to identify the types and aspects of the aforementioned conflict based on several research along with the aspect that is most often experienced by female teachers in Vocational Schools. The population of this research consists of female teachers in Vocational Schools in West Java, and the sample is collected through purposive sampling; in which the total of the respondents are 62 productive teachers. This research also conducts surveys, Zoho Form was distributed to them, Systematic Literature Network Analysis method was identified 91 journals and Analytical Hierarchy Process was found the most common aspects. The results show that women prefer to be a teacher because they want to deliver their knowledge (internal motivation) and because they are supported by their families and friends (external motivation). In addition, based on the identification of the journals, there are 3 types of conflict, which are conflict based on time, conflict based on tension and conflict based on habits. Meanwhile, there are 10 aspects of work-to-family conflict, which are role, gender, stress, support, satisfaction, commitment, time, emotions, demands, and burnout. The most often experience of conflict is time based conflict, whereas the aspect which is most often experienced by female teachers is gender. The research results can serve as a consideration for the policies of the government, under the auspices of the Ministry of Women's Empowerment, so as to find the solutions as well as to create and apply the best policy by erasing gender discrimination in educational unit.

Keywords: Analytical Hierarchy Process, Female Teacher, Systematic Literature Network Analysis, Vocational School, Work-to-Family Conflict, Zoho Form.

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